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ABSTRACT

This guide is designed for the use of teacher center leaders who are responsible for hiring professional staff members for the center. Samples of application forms for different positions are included as well as descriptions of interview techniques, ways of advertising positions, and procedures for committee action. (JD)

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HOW TO CONDUCT A TEACHER CENTER TALENT SEARCH

ED177142

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THIS SERIES

WAS MADE POSSIBLE BY ....

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- *the productive dialogue between the AFT Teacher Center Advisory Group and the State Network Representatives and the AFT Teacher Center Resource Exchange*
- *the continued exchange of ideas and resources among teacher center staff and policy board members during the past year*
- *the skill of Soila Posas who spent long and tedious hours preparing the manuscript for print and Ron Hunt who created a work of art from lines and letters*
- *the creative genius of the writing team members whose talents and understanding made this publication a reality within a short span of time.*

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Pat Weiler, Director
AFT Teacher Center Resource Exchange
11 Dupont Circle, N.W.
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CONTENTS

INTRODUCTION.....C1

PERSONNEL SELECTION.....C2

SELECTION PROCESS I

JOB DESCRIPTION.....C3-C5

JOB APPLICATION.....C6-C8

PERSONNEL COMMITTEE.....C9

INTERVIEW PROCESS.....C9-C10

SELECTION PROCESS II

JOB DESCRIPTION.....C11

POSTING VACANCIES.....C12

APPLICANT DATA CHECKLIST.....C13

CORRESPONDENCE.....C14

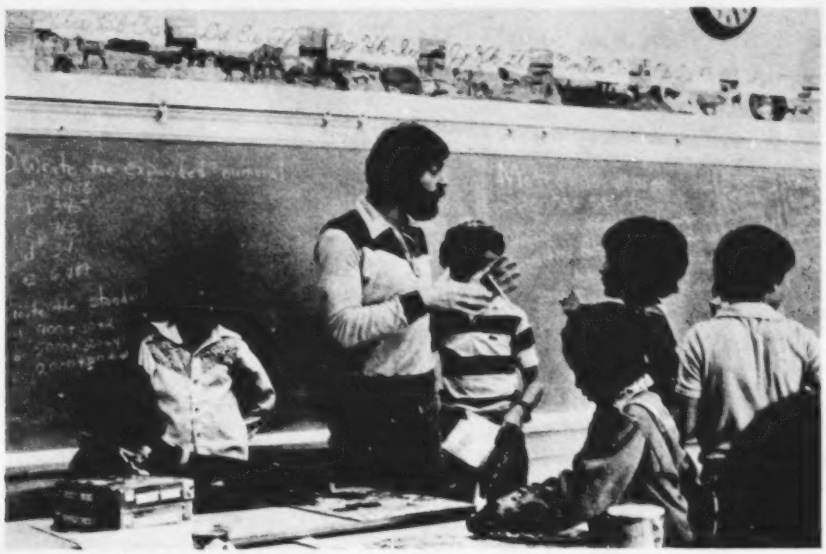
INTERVIEW PROCEDURE.....C15-C25

CREDITS.....C26

With the advent of the teacher centers funded by the U.S. Office of Education (USOE) in 1978, hiring practices have been carefully documented by teacher center policy boards.

Announcement of staff positions, a well-formulated screening and interview process outlined by teacher center policy boards made it possible to staff the new teacher centers with the most experienced and highly skilled teachers in the district or consortium.

The following description of hiring procedures developed by teacher center policy boards is being made available to teacher center leaders attempting to plan a teacher center. Since the teacher center will be a major component of a district inservice education program, teacher center policy board members will be interested in suggestions on how to staff the teacher center with the most talented teachers.



CONDUCTING YOUR TALENT SEARCH

Suggestions on How to Select Personnel for Your Teacher Center

(Hints for policy board members and other teacher leaders)

Critical to the success of your teacher center are the people selected who will ultimately be peer helpers and/or managers of the program. In many cases policy board members will be directly involved with hiring practices and interviewing procedures. In other cases a personnel sub-committee designated by the policy board may review recommendations of the director and approve final selections.

Your own needs will determine the hiring practices you wish to follow based on such variables as the size of your center, your district's hiring practices, the type of positions sought (i.e., director, local site coordinator, multi-media specialist, etc.)

- Before initiating anything, review federal guidelines, local Board of Education laws and by-laws and contractual obligations of your bargaining agency.
- You might want to assess from teachers what special knowledge, skills, characteristics and activities are necessary for the particular positions you want to fill.

The following procedures are presented as suggestions adaptable to your own particular situation.

SELECTION PROCESS I

To begin staffing a teacher center, the policy board identifies the positions needed to implement the goals and objectives of that particular center. after identifying those persons, the policy board must write a job description for each position.

Example: (D.C. Teacher Center - Washington, D.C.)

POSITION:* Co-Director, Teacher Center, TSA-15 (100% time, 3 years)

LOCATION: Goding Elementary School
10th and F Streets, N.E.

QUALIFICATIONS:

- o 8-10 years of classroom experience in the District of Columbia Public Schools and currently employed by the D.C. Public School System
- o Master's Degree
- o knowledge and experience in leadership roles such as department chairperson, team leader, grade chairperson, CBC building chairperson
- o some elementary background

DUTIES AND RESPONSIBILITIES:

- o is responsible for planning, coordinating, and implementing a program design for the teacher center's activities and in-service programs
- o must be familiar with organization, scheduling, and serving in a leadership role
- o maintains collaborative efforts between educational centers and teachers
- o supervises publications and dissemination of information about the teacher center
- o writes reports
- o supervises and evaluates teacher center staff
- o assists in developing work schedules
- o assists the director in the development of the program's operation
- o acts as leader of the teacher center in the absence of the director

SALARY: Present Salary

* For other job descriptions, see Teacher Centers: Putting the Pieces Together For Success

POSITION: Librarian (Library Media Specialist) TSA 15 (3 years)

QUALIFICATIONS:

- o a Bachelor's or Master's Degree in Library Science
- o knowledge of media technology
- o 8 - 10 years experience as a school librarian
- o presently employed by the District of Columbia Public School System

DUTIES AND RESPONSIBILITIES:

- o is responsible for establishing a professional library for the teacher center
- o organizes and operates the print and non-print materials in the center
- o collects educational materials nationally and internationally for references
- o is responsible for lending and sorting materials and media equipment

SALARY: Present Salary

POSITION: Staff Assistant (2) TSA-15 (100% Time, 3 years)

QUALIFICATIONS:

- o 8 - 10 years classroom experience
- o presently employed by the District of Columbia Public School System
- o Bachelor's Degree and hours in media technology
- o secondary or elementary background
- o leadership ability
- o rapport with peers (classroom teachers)
- o media background and operates audio-visual equipment
- o served as local school demonstrator, chairperson, and workshop presentor

DUTIES AND RESPONSIBILITIES:

- o serves as demonstration teacher
- o carries out day-to-day activities involving the implementation of the Teacher Appraisal Process (teacher evaluation) and the Competency-Based Curriculum
- o plans, coordinates, and/or presents workshops and seminars
- o assists with special projects
- o secures and evaluates needs as assessed by teachers
- o assists director and co-director with all efforts to communicate with teachers
- o keeps on-going records

SEND TO ALL SCHOOLS IN THE DISTRICT:

Job announcements describing the procedure for obtaining an application and the closing application date.

The application form is designed to elicit all the essential information necessary to determine the qualifications and capabilities of the applicant:

DIRECTIONS:

- o Complete application form
- o References: Identify two peer references and an immediate supervisor or administrator
- o Attach Resume
- o Return to policy board chairperson

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PERSONNEL
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

APPLICATION FOR TEACHER CENTER

1978 - 1981

Check one: ____Co-Director
____Staff Assistant
____Librarian

Name_____ SSN_____
Last First Middle

Home Address_____ Telephone_____

School_____ Region_____ Telephone_____

Years of Teaching in the D. C. Schools_____ Other_____

Grades/Subject Taught:_____ Status_____

Reasons for seeking this position:_____
(please confine to space provided)

Qualifications pertinent to this position:

a._____

b._____

c._____

d._____

e._____

f._____

g._____

Experiences which will aid you in this position:

_____ a. Elementary teaching

_____ b. Secondary teaching (Specify subjects)

_____

_____

_____ c. Classroom demonstrations

_____ d. Supervision of student teachers

_____ e. Leadership experiences (Specify)

_____

_____

_____

_____

_____ f. Others (Specify)

_____

_____

_____

_____

List specific training and experiences in CBC, TAP, Media and Workshops

a. _____

b. _____

c. _____

d. _____

Please provide information below for three persons who will submit letters of reference:

a. Staff Reference

Name: _____

Address: _____

Telephone: _____

b. Staff Reference

Name:_____

Address:_____

Telephone:_____

c. Staff Reference

Name:_____

Address:_____

Telephone:_____

I understand that this position is established for a three year period and that I will be reassigned to a teaching position if budget constraints during that period so require. I understand that, if such reassignment were to occur, every effort would be made to reassign me to my previous school. I understand also that at the normal termination of this assignment, I will be reassigned to a teaching position with every effort being made to reassign me to my previous teaching position.

_____ _____

Date Signature

FORM A PERSONNEL COMMITTEE

The director and the policy board may screen applicants, however, in many projects, teacher center policy boards have established a personnel sub-committee to review applications, interview candidates and make recommendations to the entire policy board. The committee number may vary, but experience proves that a small group is most effective.

SUGGESTED STEPS FOR STAFF SELECTION:

- Organize a filing system for applications etc.
- Design a checklist with a numerical scale to evaluate each applicant's qualifications for the position
- Determine a cut-off number for eligiblity for each position

INTERVIEW PROCESS

- Plan the session
- Devise a schedule for applicants
- Determine an evaluation system to judge the candidates

REMINDERS FOR SCREENING COMMITTEE:

It is important that the screening committee makes each candidate feel at ease in discussing and sharing their experiences and in answering the questions asked by them.

The committee should ask questions posed from hypothetical situations. These questions should elicit responses from the interviewee that will assist in identifying his/her strengths and weaknesses. Some suggestive questions are:

- How would you organize a program of staff development for a group of identified teachers?
- What types of techniques would you employ for classroom teacher who needs help with his/her instructional program?
- How would you respond to constant demands for help from a specific teacher?

To ascertain the experiences of the applicants, the screening committee might ask:

- o What experiences have you had in dealing with fellow teachers?
- o Why do you feel you are qualified for this position?
- o Would you be willing to allow members of the policy board to observe you in action in your classroom? (Staff Assistant only)

To find out how the interviewee envisions his/her new position, the interviewers might ask:

- o What are some of the things you would like to see accomplished at a teacher center?
- o How do you see your role as facilitator in a teacher center project?

After each interview has been completed, the screening committee then needs to tally the points that each applicant scored for the responses to the questions. When each interviewee's session has been rated and ranked according to the numerical score, the committee should then select the most qualified person for the position. The final selection should be based upon points received from the application, the resume, personal qualities, and from the oral interview.

Upon completion of the selection process, the screening committee will forward the names of the selected persons and all the screening data to the district's personnel department. This department will send letters of notification to the persons selected for the positions and letters of appreciation to other persons who applied.

SELECTION PROCESS II

The hiring procedures may have many variations depending on the size of the staff and the districts served. Another procedure is described in detail.

TITLE OF POSITION: TEACHING SPECIALIST (6)

Qualifications/Experience:

- o New York City Board of Education Licensed Teacher with at least 5 years of recent teaching experience, whose teaching styles have proven successful.
- o Classroom experience within several school organizations.
- o Exemplary knowledge about content, materials and methods in all curriculum areas.
- o Strong background in learning theory, child development/ curriculum and learning strategies and educational research.
- o Knowledgeable about teacher centers, inservice education and teacher training.
- o Willingness to undergo additional training.
- o Demonstrated ability to collaborate with staff/adults/ administration.
- o Recommendation of Policy Board.

Job Description:

- o Guide participating teachers through inservice professional development activities using such techniques as classroom demonstrations, peer discussions, simulations, materials development activities both during and after school.
- o Cooperate with program developers on design of instruments for monitoring and assessing the progress of the program.
- o Act as a facilitator by organizing a schedule of services which best serve the learning needs of teachers using the the site.

POSTING VACANCIES

TEACHER CENTERS CONSORTIUM

(Board of Education - United Federation of Teachers - Board of Higher Education)

Qualified persons are being sought for the following positions in this new program: Each person selected will continue to earn salary in accordance with the established salary schedule for teachers.

- Field Coordinator
- Specialist - Junior High School Level
  Senior High School Level
- Clearinghouse Coordinator
- Teaching Specialist
- School Secretary
- Senior Typist

The deadline for receipt of resumes is: _____

Send To: _____

_____

_____

_____

Applicants are urged to indicate the specific title of the position for which they are applying.

Posting may result in heavy mail. Prepare a checklist to tally relevant information.

TEACHER SPECIALIST - APPLICANT DATA CHECKLIST

Resume Check List Data Received _____

1. Number of years experience _____

   License _____

2. Difference in experience Years Comments

   K
   1
   2
   3
   4
   5
   6
   7
   8
   9
   10
   11
   12

Subject Specialization

Special needs

Title I reading/math

Other

3. Inservice Experience

Teacher Trainer

District Inservice

UFT Inservice

Adjunct Teacher Education Program

Staff Development

Cooperating Teacher

Other

4. Collaboration Experience

Team Teaching

Curriculum Development Group

Project Work in Group

Cooperating Teacher-preservice

Committees -

DID YOU GET ENOUGH INFORMATION FROM THE APPLICANT?

Sometimes a second request eliminates less eager applicants. The following letter suggests some items of information worth knowing about prospective candidates:

Dear _____:

We are in receipt of your resume in which you seek employment as a Teaching Specialist in the new federally funded Teacher Centers Program.

/__/ A brief description of your academic background to date in educational related areas such as learning theory, child development, curriculum, methodology and research Include relevant courses, workshops, conferences, inservice experiences, etc.

/__/ Evidence of exemplary work with experienced or inexperienced educational personnel in which you acted as facilitator, manager, implementor or cooperating teacher.

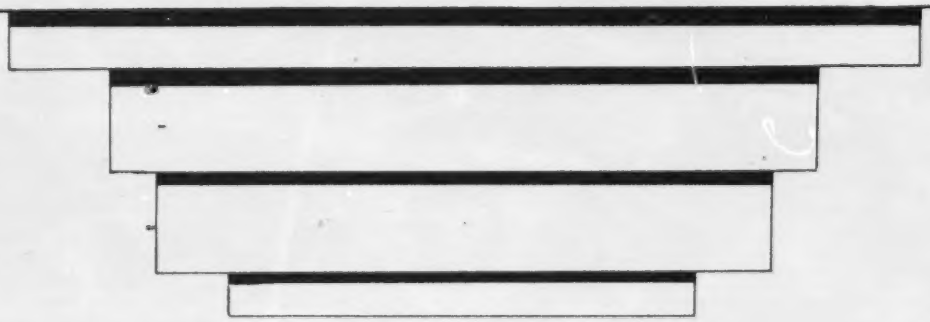
/__/ Two references preferably peers, who are familiar with your ability to function in situations requiring a high degree of cooperation and collaboration.

/__/ A brief paragraph describing what unique qualities, characteristics and abilities you can bring to this position.

Once the above information is provided we will be able to give your application further consideration.

Thank you for your interest in the Teacher Centers Program.

Sincerely,



INTERVIEW PROCEDURE

Applicants chosen for the interview process are given an opportunity to demonstrate problem solving techniques.

During the first part of the assessment procedure, the candidate viewed a film. This film showed the teaching of three different teachers, with markedly different styles.

The candidate was instructed to note the strengths of each teacher and note areas that merit discussion for alternative approaches. Candidates were asked to recommend ways in which they could help the teacher and suggestions for strategies to be used to secure the interest, cooperation and involvement of the teacher.

The candidates were told that they could take notes if they wished. All notes were collected at the completion of the interview as a security measure.

Each candidate viewed this film immediately before his/her interview. The viewing time was approximately 45 minutes.

EACH CANDIDATE RECEIVED THE FOLLOWING DIRECTIONS PRIOR TO VIEWING THE FILM*

FILM*- INTERVIEW DIRECTIONS FOR TEACHING SPECIALIST APPLICANT

The position of teaching specialist for which you have applied will require you to observe teachers in order to help them grow professionally and improve their teaching. We have designed this interview procedure to simulate some of those tasks in order to give you an idea about what the job entails as well as to ascertain your ability to do it.

The film you are about to see shows three teachers with different teaching styles in their classrooms. During the interview which will follow the film, we will talk with you to get your views and ideas about teaching and teacher training based on the filmed incidents. The film is not intended to depict "Model" teaching. Rather, it is intended to stimulate your thinking about teaching and the training of teachers.

As you observe the three teachers and their students in the film, please think about the following three questions which will be discussed in the interview.

What are the strengths of each of the three teachers?

What are their professional development needs?

What strategies can you think of that you might use to help each of these teachers to enhance their professional development and to improve their teaching?

You are encouraged to take notes during the film presentation and to bring them with you into the interview room. You will be asked to leave all your notes with us before you leave.

Keep in mind that there are not necessarily any "right" or "wrong" answers to the three questions. You should feel free to react to the filmed incidents in a manner as natural to you as possible. We are interested in the number and kind of ideas you can come up with and are even interested in the "hunches" you may have.

These procedures were developed by the Director of the New York City Teacher Centers Consortium in consultation with Fred MacDonald of the Educational Testing Servies, CASE, Stanford University, the New York City Board of Education and a teacher training expert of a large school system. They are in keeping with all contractual obligations.

* NOTE: *A good film showing various teaching styles may be obtained from the Audio Visual Department of your local college.*

2. An interview procedure followed the showing of the film:

Most of the candidates were interviewed by three members of the staff. All interviews were tape-recorded. All candidates were promised that these recordings would be confidential and would be used only by the Center senior staff.

The first part of each interview was used by the applicant to describe his or her experience in greater detail. The interviewers questioned for details and the candidates evaluations of their professional experiences. Other topics relevant to understanding the applicant's experience, knowledge, insights and interests were explored. Each applicant was given ample opportunity to describe his work and interests.

During the second part of the interview, the interviewers noted the strengths and weaknesses identified by the applicant. The interviewers had developed a list of these strengths and weaknesses after viewing and discussing at length each teacher portrayed in the film.

THE FOLLOWING SAMPLE SCORE SHEET WAS USED IN THIS PORTION OF THE INTERVIEW:

SCORING SHEET - TEACHING SPECIALIST INTERVIEW

Candidate's Name: _____

Interviewer _____

	LO			HI
I. Breadth and depth of teacher training experience	0	1	2	3
Variety and quality of ideas developed about teaching and teacher training	0	1	2	3
Attitude, style, interest, enthusiasm	1	1	2	3

II. Use grid on the next page for each of the nine cells, rate 3 if most points are covered and some additional, 2 if about half covered:
1 if every sparse covering of points;
0 if nil or negative.

Teacher 1	A. Strengths	0	1	2	3
	B. Areas of Improvement	0	1	2	3
	C. Strategies	0	1	2	3
	A. Strengths	0	1	2	3
	B. Areas of Improvement	0	1	2	3
	C. Strategies	0	1	2	3
	A. Strengths	0	1	2	3
	B. Areas of Improvement	0	1	2	3
	C. Strategies	0	1	2	3

III. Give + for questions indicating that candidate is looking for professionally rewarding, teaching - learning growth experience. _____

IV. Preferences for location, comments

OVERALL SCORE _____

HERE IS A RECAPITULATION OF THE ENTIRE INTERVIEW PROCEDURE USED FOR THE HIRING OF ELEMENTARY SCHOOL TEACHER SPECIALISTS:

TEACHING SPECIALIST INTERVIEW SCHEDULE

ROOM A

Obtain "Film Interview Directions" and view film (45 minutes).

ROOM B

1. Introductions, questions about resumes, prior experience.

   Probes to assess depth and breadth of experience, ideas candidates have developed about teaching, their attitudes, styles, interest and enthusiasm about teaching itself and organizing instruction for adults.

   (Approximately 10 minutes)

II. Discussion of filmed teaching incidents

   Tell candidates that we will be taking notes, checking some items, etc.

   A. Major questions:

      1. What are the strengths of each of the three teachers?

      2. What are the areas in which their teaching needs improvement?

      3. What strategies can you think of that you might use to help each of these teachers to enhance their professional development and to improve their teaching?

         (Approximately 30 minutes)

   B. Probes:

      1. What did you see in the film that gave you a clue to your conclusions that . . . .

         (teacher behaviors, pupil behaviors, physical set up of classroom?)

      2. What additional information might you want to have before making plans about professional development strategies for each of the teachers? How would you go about getting it?

      3. Why do you think that what was happening was happening?

      4. Why? Explain your judgment about what is good teaching.

      5. What do you think teachers objectives were? (especially the second teacher)

      6. If you were working with all three teachers in the same school, what strategies might you devise for working with them together (and allowing them to maintain their own style)?

III. Description of teaching specialist position, opportunity for candidate to ask questions.

A. Description of position including observation system.

Pupil Testing

Strategies for Helping Teachers

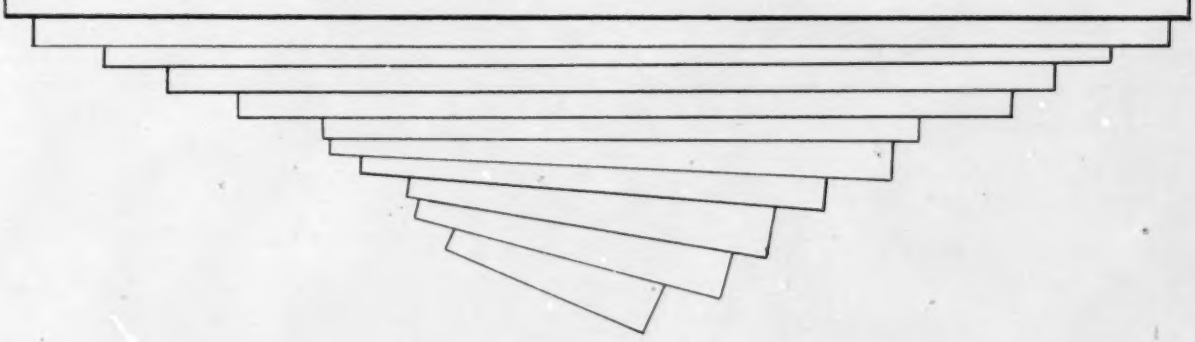
Hours and Commitment Expected

Locations (obtain any preferences)

B. Candidates Questions

(Approximately 20 minutes)

IV. Close by thanking them for their interest and time and telling them when and how they will know of decisions.



The following letter reconstructs procedures used by the New York City Teacher Centers Consortium for the hiring of their Elementary School Specialists.

(For further details about hiring procedures, contact any USOE funded center.)

New York City Teacher Centers Consortium
260 Park Ave. S.
New York City, NY 10010

United Federation of Teachers
Board of Education
New York City Colleges of Education

December 20, 1978

Dear Colleague:

Many teachers have expressed interest in the assessment process which was used to select personnel for the new federally funded Teacher Centers Consortium. In response to these inquiries, we have prepared a comprehensive description of the methods developed for the selection of the elementary Teacher Specialists and the 2 Field Coordinators for this program.

Stage I

The procedures used were carefully and painstakingly developed by a group of national experts in the field of teacher examinations and were the first of their kind.

The primary purpose of the selection procedure was objectivity. Certainly no examination can be the last word; but because we have so many well-qualified teachers, we needed a procedure which would enable the choices to be made on a totally objective basis.

The positions were posted following established procedures. Additional postings were sent out by the UFT for placements on Chapter Bulletin boards. Upon receipt of the requested resume, a letter was sent to each applicant requesting additional information concerning the candidate's educational background, experience in teacher-training and curriculum development. Candidates were also invited to submit in a statement what unique qualities, skills and abilities they might bring to the position, and were encouraged to provide letters of reference from peers.

All materials submitted were reviewed and transposed to a standard information sheet by the elementary school representative to the personnel committee of the Policy Board, graduate students from the City University and a fellow from Horace Mann Lincoln Institute, Columbia Teachers College.

The standardized information sheet was used to record the different experiences of each applicant. Noted were the grades, special programs and special areas of expertise indicated in the resumes. Staff development experiences of applicants were also noted. These included work as a teacher trainer, in district, UFT or other in-service programs such as adjunct work in colleges. Because collaboration is an

important aspect of the program, group efforts, such as team teaching, project work in groups, curriculum development efforts, service on committees, and cooperating teaching in a pre-service program, were also considered. An examination of the vita also yielded relevant information about the applicant's academic background. Courses, workshops, and conferences which dealt with learning theory, reading curriculum, and special subjects were made part of the record. In addition, a check was made on the nature and kind of peer references submitted either simultaneously or after the resume was submitted.

This information sheet and the folder of each applicant were reviewed by at least two members of the Center Staff. At the first stage, candidates were selected in terms of the breadth and diversity of their professional experience they had in teacher training, curriculum development, and collaboration. The application of these criteria were generally liberal but consistent, the goal being to include for further consideration all promising candidates who met the criteria literally or approximately. Those who were eliminated had limited experience, or their experience was confined to one level of the elementary school, or they had experience only in one subject of the curriculum, or their careers seemed directed to other goals, such as counseling. Therefore, those who were eliminated at this point of the procedure - the checking of their experience as outlined on their application, and the finding that the experience wasn't broad enough for further consideration - were not called in for the second step of the procedure, which was the interview.

Some individuals applied for more than one position. The table below indicates the number applying for the position of Elementary Teacher Specialists and other positions.

	Number of Applicants
Elementary Teacher Specialist only	231
Elementary Teacher Specialist and Field Coordinator	57
Elementary Teacher Specialist and Clearing House Coordinator	6
All three positions	20
Total	314

Of these original applicants, approximately 62%, or 194, sent documentation which was requested after their applications had been received. Of these 194, 30 qualified for an interview.

Stage II

Applicants were scheduled for an assessment procedure, When the candidate arrived at the Teacher Centers Office, he or she viewed a film. This film test showed the teaching of three different teachers. The film presented situations highly similar to those in which the Teacher Specialists will find themselves - observe the ongoing activities of a classroom, identify problems, teachers' strengths, and

make judgments about particular kinds of help a teacher will need.

The candidates were told they could make notes if they wished. All notes were collected at the completion of the interview as a security measure. The viewing time was approximately 45 minutes. Each candidate viewed this film immediately before his or her interview. At least two of the Teacher Center Staff then screened each candidate; all interviews have been tape recorded. All candidates were promised that these recordings would be confidential and would be used only by the Center senior staff.

At least two examiners were present during each candidate's assessment. Carol Stevenson, a teacher trainer and consultant to Educational Testing Service, Patricia Kay, Professor of Education at Baruch, Fred MacDonald of Educational Testing Service and Myrna Cooper, Director of the Project, served as test examiners. To insure against bias, another member of the team of testers listened to the tapes separately.

The first part of each of the individual assessment procedure was used by the applicant to describe his or her experience in greater detail. The test examiners questioned, for details, the candidates' evaluations of their professional experiences. Other topics relevant to understanding the applicant's experience, knowledge, insights and interests were explored. Each applicant was given ample opportunity to describe his work ard interests.

In the second part of the assessment procedures, the applicant described the strengths and weaknesses of each of the teachers seen on the film test. Again the testers asked questions for clarification or to encourage the applicant to elaborate. During this part of the examination, the interviewers noted the strengths and weaknesses identified by the applicant. The test examiners had developed a list of these strengths and weaknesses after viewing and discussing at length each teacher portrayed in the film.

In the third part of the interview, the applicant described how he would help each teacher. The examiners recorded and subsequently rated each of these proposals. In the final part of the interview the applicant asked questions about the position and was asked to express a preference for the area in which he would like to work. It was made clear that it might not be possible to honor these preferences. After the candidate left, each examiner scored the interview independently. The candidate's interview was discussed and his or her record was reviewed. The candidate's acceptability for the position was analyzed, and a judgment was made by each about the candidates acceptability.

At the second stage, the film test and interview, three criteria were used: (a) the quality of the candidate's experience as a teacher trainer; (b) his analytic and observational skills in identifying the strengths and weaknesses of the teachers in the film; (c) his ability to devise practical programs or procedures for helping each of these teachers.

In general, a high score indicated that the candidate had the ability to observe accurately and analyze carefully classroom behaviors of pupils and teachers. Moreover, these candidates were able to suggest appropriate means for bringing

about growth, change and improvement in the teaching-learning process observed. These applicants were quite positive in their approach. They were able to articulate creative and flexible strategies for the individual teachers presented in the film, for these teachers as a group, and for teachers in general.

At this second stage, each examiner made an independent judgment of the candidate's acceptability after scoring the interview. This judgment and the date from a standard score sheet were used to make a final decision after all candidates were interviewed. The summary judgment made by each examiner was based on all the information available about the candidate. This judgment was weighed more by the performance of the candidate during the examination, but it should be remembered that applicants, at this point, had been screened for breadth and diversity of teaching experience as a teacher trainer.

Candidates were rank-ordered by their scores on the screening procedure. Candidates were eliminated where there was not unanimous agreement. The top six candidates were selected, reviewed, and chosen to be recommended to the Personnel Committee.

Although the recommended Teacher Specialists differ from each other, they have in common: (1) no less than 10 years of teaching experience in New York City Public Schools; (2) they have taught at several grade levels and in different schools and districts; (3) they have taught a variety of different kinds of pupils in different kinds of programs; (4) they have demonstrated that they have observational and analytical skills to use to diagnose teachers' strengths and weaknesses; (5) they can construct insightful, imaginative and practical ways of helping teachers to improve their strengths and to remedy their deficiencies; (6) they find the concept of the role of the Teacher Specialist challenging and believe in the importance of the work of the classroom teacher and what that teacher can accomplish with help and resources.

All procedures were objective. They were of two kinds: (a) an evaluation of educational and experiential data; (b) evaluation of performance during an interview which was focused on the candidate's anaylsis of a film of teaching episodes. All candidates saw the same film under similar or identical conditions, for the same length of time, and all were free to make notes during the film and to use them during the interview. All were given identical directions on what to look for in the film. All were asked the same general stimuli questions during the interview.

The scoring of the interview was objective. The points to be given were indicated, and each examiner checked the candidate's analysis and prescription against a standard set of analyses and prescriptions. Each examiner scored the candidate independently.

The evaluation of the candidate's educational and experimental record was made from information supplied by the candidate. The request for information specified the categories of information to be supplied. This information was transposed to a standard format for each candidate -- a summary sheet. This sheet was reviewed against the contents of the candidate's folder by at least one other person before

candidates were selected for interviewing. All of this information was reviewed by each interviewer at the time of the interview.

The only obvious limitation in the measurement system is that we did not have direct data on how each candidate worked with teachers. Indirect data, recommendations from peers provided some information. Those chosen, clearly had relevant skills, and by picking those who demonstrated they had these skills, the choices have validity based on the validity of the measurement procedure. The procedures used in the selection process do not guarantee against error, they insure against it, and reduce its probability. The system by being valid, reliable and objective, also is equitable.

Essentially the selection process for Field Coordinator followed the procedures developed for that of the Teaching Specialist. However, the film test was not part of the assessment process. A rating sheet was developed with the assistance of two field coordinators currently performing in this role in other programs in New York City. Scoring was done during a screening procedure in which the candidate was asked to describe his or her experience relevant to each of the categories listed. In addition, each candidate was asked how he or she would go about organizing, implementing and coordinating the program workshops, courses and seminars described in the Teacher Centers Program.

In summary, the selection system did not provide direct evidence of the candidate's ability to work with teachers. However, it did provide indirect and relevant data. This examination and the teacher's experience as a teacher trainer provided data on how they approached such problems and how they felt about their skills in this respect. Also, the third part of the interview provided data on how they would approach helping teachers whom both they and the interviewers had observed. If they lacked ideas, in this context, it seems unlikely that they would have them on the job where they will have to cope with the real teacher.

Thank you for your support and interest in the Teacher Centers Project. We hope you will consider participating in the activities and forthcoming programs of interest to you. If you have any further questions, please feel free to drop us a line.

Sincerely,

Myrna Cooper

MC:rh

Myrna Cooper, Director
Teacher Centers Consortium

CREDITS

The policy board of each teacher center makes a significant contribution to the initiation and implementation of the teacher center project.

We congratulate the policy board members of each teacher center served by the AFT Teacher Center Resource Exchange for the excellent documentation of their practices during the first year of the USOE Teacher Center Program implementation.

SPECIAL RECOGNITION IS DUE:

Esther Hankerson, Chairperson, and members of the District of Columbia Teacher Center Policy Board

and

Sol Levine, Chairperson, and members of the Policy Board of the New York City Teacher Centers Consortium whose detailed hiring procedures were used as references in this module.

MODULE: HOW TO CONDUCT A TEACHER CENTER TALENT SEARCH DATE: _____

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